The Office of the State Superintendent of Education
OSSE (*GD)*

MISSION

The Office of the State Superintendent of Education (OSSE) sets statewide policies, provides resources and support, and exercises accountability for all public education in DC.

SUMMARY OF SERVICES

As the State Education Agency for the District of Columbia, the Office of the State Superintendent of Education (OSSE) has oversight responsibility over all federal education programs and related grants administered in public and charter schools throughout the city. Ultimately, OSSE is responsible for providing resources and support to childcare facilities, pre-kindergarten programs, adult education providers and Local Education Agencies (LEAs). OSSE also collects and reports accurate and reliable data, develops state-level standards aligned with school, college, and workforce readiness expectations, and administers meaningful state-level sanctions and interventions to ensure quality and compliance with both state and federal law.

ACCOMPLISHMENTS

- ✓ **Washington, D.C. is a National Leader in Expanding Quality Early Childhood Education:**
  In 2011, the District of Columbia ranked #1 in the nation for all states in Pre-kindergarten enrollment[1], with over 10,000 District 3-and-4 year olds enrolled in pre-kindergarten programs, along with an additional 5,000 eligible infants and toddlers in the District receiving direct services. Overall, the OSSE Division of Early Childhood Education committed Early Childhood programing resources and support to over 16,000 District children in homes, community-based organizations, D.C. Public Charter Schools and D.C. Public Schools.

  Washington, D.C. also ranked third nationally for Child Care Center requirements and oversight[2], and OSSE trained and supported nearly 4,000 child care and Pre-kindergarten professionals to create high-quality learning environments for District children just beginning their educational journey.

- ✓ **Washington, D.C. is a National Leader in Supporting and Improving Student Nutrition:**
  In 2011, the District of Columbia ranked #1 in the nation for all states in childhood summer nutrition[3], with 80% of eligible low-income District children under the age of 18 receiving free summer meals through the OSSE Summer Meals Program, a rate five times the national average of 16%. Overall, the OSSE Division of Wellness and Nutrition Services coordinated summer meal distribution for over 312 sites in 2011 and served over 1.2 million healthy meals to children throughout the city.

  Washington D.C. also ranked #1 in the nation for all states in school breakfast participation in 2011. The D.C. Healthy Schools Act of 2010, co-introduced by Vincent Gray as D.C. Council Chairman and later implemented under his Mayoral leadership, increased the amount of healthy breakfasts served to District children each morning by 35% in 2011. Additionally, the OSSE Division of Wellness and Nutrition Services funded an average of 37,121 Free Meals each day to District students through the OSSE school lunch program, along with the OSSE afterschool meal program which provided meals to over 13,000 students citywide.

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[1] Education Week, *Quality Counts National Highlights Report 2012:* (Bethesda, MD: Editorial Projects in Education, Inc.)
[2] National Association of Child Care Resource and Referral Agencies, *We Can Do Better:* NACCRRA's Ranking of State Child Care Center Regulation and Oversight.
[3] According to the United States Department of Agriculture Food and Nutrition Service

- ✓ **Washington, D.C. is a National Model for Improving Charter School Facilities:**
  In 2011, the Office of the State Superintendent of Education provided over $36.2 million to D.C. public charter schools for the construction, acquisition, and renovation of 22 school facilities through the OSSE Direct Loan Fund, as well as an additional $3.45 million to improve targeted reading and math instruction in District public charter schools. Overall, OSSE facilitated steps toward a collaborative state education system by hosting several joint task forces with D.C. Public Schools and D.C. Public Charter Schools, including the coordination of a statewide announcement of test scores and the first statewide Mayoral 'First Day of School' press tour.

  The OSSE Division of Public Charter School Financing and Support also awarded $18.7 million in 2011 to develop school facilities for high-quality public charter schools through its City Build Program.

OVERVIEW OF AGENCY PERFORMANCE
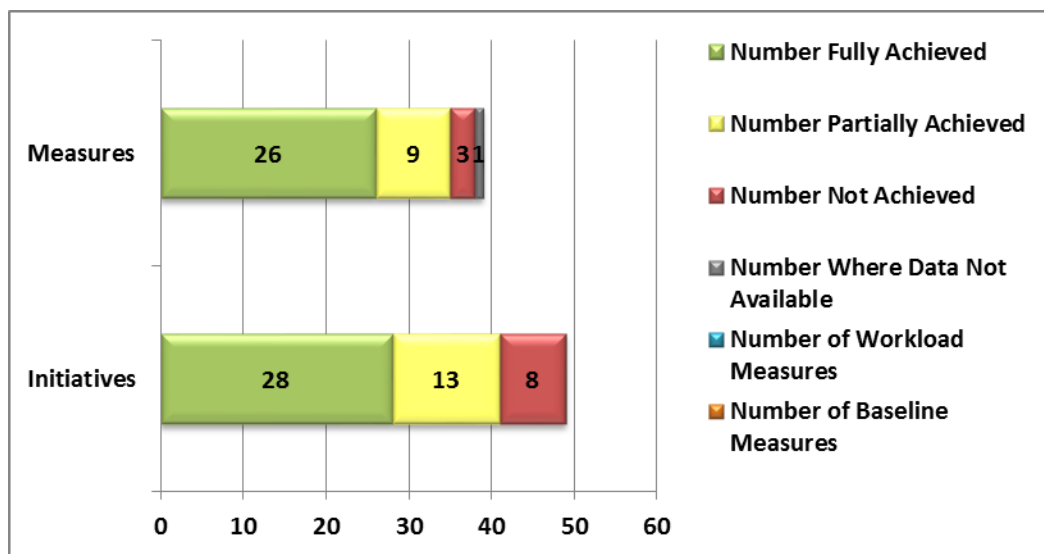
Performance Initiatives – Assessment Details

Performance Assessment Key:

🟢 Fully achieved   🟡 Partially achieved   🔴 Not achieved   ⚪ Data not reported

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Early Childhood Education

OBJECTIVE 1: Provide access to high-quality early learning opportunities for all eligible children from birth through kindergarten entrance.[4]

🟡 **INITIATIVE 1.1: Revise and release an updated quality rating system for participating early childhood and afterschool programs.**
Partially Achieved - 75%. The Division enhanced its standards to increase the quality of participating early childhood programs and afterschool programs. These revised standards were drafted in collaboration with a wide range of stakeholders including community-based organizations, D.C. Public Schools and D.C. Public Charter Schools. During this capacity development phase, the division facilitated public forums, focus groups and workgroup meetings. The release of the new standards and protocols for the Quality Rating Improvement System will occur in 2012 and will contribute to a more comprehensive, transparent and streamlined system.

🟢 **INITIATIVE 1.2: Administer the Pre-K Enhancement and Expansion Program and ensure by 2014 at least 25% of Pre-K expansion occurs in community-based organizations.**
Fully Achieved - 100%. The Division established the Pre-K standards, administrated the Pre-K Assistance Fund, and evaluated programs using nationally recognized assessment tools. This initiative increased the availability of Pre-K classrooms in community-based programs by 10% in FY11 and is on track to meet the 25% goal by FY14.

🟡 **INITIATIVE 1.3: ECE will lead and coordinate activities that support the development of a high-quality and comprehensive early childhood system.**
Partially Achieved - 75%. A web-based statewide Professional Registry to support implementation of Early Learning Standards across all program sectors will go live in 2012. The registry clearly articulates the initial and ongoing requirements for professionals in the field. In addition, the State Advisory Council was established in FY11 to facilitate ongoing communication between key stakeholders and to develop statewide initiatives supporting young children and families.

OBJECTIVE 2: Administer assurance and compliance programs to ensure safe, high-quality early learning environments.

🟢 **INITIATIVE 2.1: Revise and propose amendments to The Eligibility Determinations Policies for Subsidized Child Care.**
Fully Achieved - 100%. The Eligibility Determinations Policies for Subsidized Child Care established the eligibility criteria for fiscal and placement child care resources for individuals with priority of need. They were revised to adhere to local and federal regulations and to conform to current best practices. These

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[4] The Child Care Subsidy Program also serves children with special needs up to age eighteen.

revisions provided an additional layer of protection ensuring only eligible families would continue to have access to subsidized child care slots.

OBJECTIVE 3: Gather and report high-quality educational data for internal and external consumers.

- ● **INITIATIVE 3.1: Refine current business process for all units within ECE.**
  Fully Achieved - 100%. A review of business processes for all units was completed. To support this effort, the division revised agency-wide analysis of workflow and data reporting requirements, reducing redundancy in information requested from programs and enabling ECE to provide reports and track deliverables more efficiently.
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- ● **INITIATIVE 3.2: Develop a high-quality data system that reflects the current needs of the organization.**
  Partially Achieved - 75%. The framework for a newly enhanced data collection system known as the Early Childhood Education Information Management System (EIMS) was created. All modules of EIMS will be fully developed within three years. The division also developed and implemented policies and procedures for data entry and verification.

- ● **INITIATIVE 3.3: Implement and train staff on a new data system.**
  Not Achieved – 25%. Monthly staff trainings to ensure data accuracy and integrity were initiated.

- ● **INITIATIVE 3.4: Develop a data quality review process.**
  Fully Achieved – 100%. The Data Management Guidelines that included specific Data Quality Assurance processes were refined. These guidelines ensure that all documents received or collected by ECE units are scanned and saved for future audits and quality assurance. The division also developed procedures for reporting issues involving data entry and/or navigation and for monitoring the implementation of the new data system to ensure high-quality data is entered and maintained. ECE provided technical assistance and conducted quality assurance verification to ensure data accuracy.

OBJECTIVE 4: Ensure accurate and timely disbursement and/or reimbursement of funds to sub-grantees.
- ● **INITIATIVE 4.1: Refine and implement an internal grants/invoice tracking and monitoring system.**
  Fully Achieved - 100%. A centralized grants monitoring process across all units to support alignment of protocols and tools was implemented. The division also coordinated with all internal and external fiscal agents to ensure timely disbursement of funds and revised internal tracking and monitoring systems to ensure grantees were in compliance with grant deliverables.

Postsecondary Education and Workforce Readiness

OBJECTIVE 1: Promote a college-going culture and reduce financial barriers to higher education.

- ● **INITIATIVE 1.1: Develop and produce a webinar that delivers pertinent information about state and federal financial aid that will be available on demand to college access professions.**
  Partially Achieved – 75 %. After careful consideration, the webinar concept on pertinent financial aid information was abandoned for a less expensive, broader and more direct delivery system to local college access professionals, students and parents. Regularly scheduled conferences, briefings and workshops were implemented and proved to be very effective at allowing our target audience to be more involved, ask questions and retain information. Activity during the year included:
  - A one-day financial aid conference attended by 250 local college access professionals.

- Direct presentations to 40+ college access groups at monthly Double the Numbers meetings.

- Financial aid workshops conducted at 31 public and charter high schools for counselors, students and parents.

- Financial aid information made available at city-wide College Fair attended by 7,000+ students, parents and college access providers

A total of 77 direct presentations were made during the year at District schools, churches, community centers, college fairs and higher education institutions reaching 17,383 college access providers, students, parents and education professionals.

INITIATIVE 1.2: Enhance functionality of DC OneApp interface with DC Office of Tax & Revenue's Data Warehouse.
Fully Achieved - 100%. The DC OneApp went live with parents and students certified D-40 tax returns being sent electronically on 3/10/2011. This increased customer service efficiency by eliminating the need for constituents to travel to Office of Tax & Revenue and back to OSSE for eligibility determination for all District financial aid grants. A total of 19, 965 transactions took place.

INITIATIVE 1.3: Develop and disseminate high school feedback reports on college enrollment and persistence.
Partially Achieved - 80%. High school feedback reports were presented to all DCPS middle and high school counselors, detailing college enrollment and persistence. The following items were addressed via presentation form to College Access Providers and DTN:
- DC OneApp college enrollment rates by high schools (DCPS and Charter)
- Colleges attended
- Year to year enrollment

OBJECTIVE 2: Ensure that quality postsecondary institutions are available to District of Columbia consumers.

INITIATIVE 2.1: Update the Education Licensure Commission's (ELC) regulations.

Partially Achieved - 75%. The regulations were updated for degree-granting institutions and partially updated for non-degree institutions and ELC's own governance procedures. Full completion is expected in 2012.

INITIATIVE 2.2: Provide verification of licensure and program offerings of DC postsecondary institutions online.
Fully Achieved - 100%. The webpage provides a listing of the 97 degree-granting and non-degree granting licensed institutions offering postsecondary programs in the District of Columbia. In addition, the commission is launching a new communications strategy emphasizing consumer protection and education to provide students and other consumers with information to help them better identify programs offered at licensed institutions, as well as how to identify legitimate educational options.

INITATIVE 2.3: Provide an automated application process.
Not Achieved – 0%. Staff has completed the statement of work. The Commission has applied for $250,000 in funding through the Statewide Longitudinal Data Systems District of Columbia Postsecondary and Workforce (P-20W) System Proposal and also plans to use operating funds resulting

from a 2012 fee increase to support this effort. Once funds are secured, the development of the system can be completed within six months.

OBJECTIVE 3: Provide educational and career advancement opportunities for adult learners with varying literacy levels.

INITIATIVE 3.1: Use needs assessment data to explore and/or establish partnerships with other DC government, public, private or community-based agencies.

Partially Achieved - 80%. In 2011 the OSSE Adult and Family Education office (AFE) worked to establish partnerships with other DC government agencies to coordinate and expand literacy services. OSSE AFE worked with the Department of Corrections to strengthen adult education programs at the DC Jail and to establish pathways to transition these individuals to adult education programs in the community. OSSE AFE also worked with the Department of Employment Services (DOES) to offer adult education services to customers at three DOES Career Centers and in OSSE AFE programs. In addition, OSSE AFE established a system to assess and address the adult educational and work readiness needs of DOES customers and developed a pathway to transition these customers from adult education to job training and placement. In addition, OSSE-AFE initiated an assessment of literacy services offered by DC government departments and will use the results of this assessment to deepen partnerships in 2012. The map and summary grant awards were made available to the OSSE website this year; but AFE staff is working with IT to provide online as soon as possible.

INITIATIVE 3.2: Provide guidance to GED preparation programs on the new GED assessment scheduled for release in 2012.

Not Achieved - 0%. The release of a revised GED scheduled for 2012 was cancelled. The national organization responsible for the administration of the exam was changed from ACE to Pearson. Pearson plans to computerize the exam and align it with the Common Core Standards. The new release date is 2014, though that could change. Consequently, this initiative as currently written is no longer relevant.

Special Education

OBJECTIVE 1: Ensure accurate and timely disbursement and/or reimbursement of funds to sub-grantees.

INITIATIVE 1.1: Develop an annual IDEA Part B and Part C[5] grant allocations milestones calendar to issue to sub-grantees.

Fully Achieved - 100%. The Division developed and effectively executed a grants management plan which included the release of the Part B IDEA grant application to all sub-recipients, the review of applications, and the issuance of Grant Award Notices. To support success, the Division provided targeted training and technical assistance to LEAs on compliance. The Division also sent quarterly grant management snapshots to LEAs, providing them with an update related to their burn rates across all active grant periods and categories. DSE created and distributed calendars of application and grant reimbursement for Part B in Fall, 2010 at the agency's boot camp, and then provided updates on performance related to calendar milestones, on a quarterly basis. Part C does not have grant sub-recipients; therefore, a calendar was not necessary. Instead, OSSE DSE created and maintained a spending plan – which served as a reference for maintaining deadlines.

In Part C IDEA, all federal grant funds were either used by the Division's state program for

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[5] The Individuals with Disabilities Education Act (IDEA) includes Part C funding (early intervention services for eligible children, birth through age 2) and Part B funding (special education services for eligible children, age 3 through 21).

administrative activities or used by the local program, which distributed funds via contractual relationships. The Division met with all stakeholder groups on a monthly basis to ensure proper management of funds, create consistency related to invoice submission, and facilitate timely payment of contractor invoices.

OBJECTIVE 2: Ensure sub-grantee compliance with federal grant requirements.

- **INITIATIVE 2.1: Develop an annual fiscal and programmatic monitoring calendar and related tools to issue to sub-grantees.**
  Fully Achieved - 100%. The Division developed and issued a monitoring calendar and data collection calendar that included fiscal deadlines. The Division also provided training on sub-grantee obligations via multiple venues to ensure awareness and increase compliance.

OBJECTIVE 3: Gather and report high-quality special education data for internal and external consumers to ensure that meaningful data serve as the foundation for continued special reform efforts.

- **INITIATIVE 3.1: Modify Special Education Data System (SEDS) and related applications to ensure alignment between collected data elements and federal reporting requirements for IDEA Part B.**
  Fully Achieved - 100%. The Division met with United States Department of Education to review and refine a data collection and reporting matrix. The Division used this matrix, along with input from LEA stakeholders, to inform the next iteration of the SEDS system, which was released on October 15, 2011.

- **INITIATIVE 3.2: Update and distribute a data collection calendar aligned with federal reporting requirements to LEAs.**
  Fully Achieved - 100%. The Division met with USDE to review and refine a data collection and reporting matrix. The Division used this matrix, along with input from LEA stakeholders, to inform an LEA data collection calendar, which was released and is posted on the Division's webpage.

- **INITIATIVE 3.3: Provide high-quality training and technical assistance to ensure full usage of the Special Education Data System (SEDS) and related database applications.**
  Fully Achieved - 100%. The Division of Special Education developed and implemented an annual training schedule with regular training opportunities for all key stakeholder groups to improve compliance and ensure timely access to appropriate services for students with disabilities.

  The Division also developed a SEDS User Manual and implemented a comprehensive training plan in the fall of 2011 to ensure that LEAs had multiple opportunities to gain fluency related to system updates. These trainings are ongoing. In addition, the updated SEDS User Manual is posted on the Division's new SEDS Resource Site.

OBJECTIVE 4: **Develop and issue high-quality special education policy that ensures the delivery of effective specialized instruction for children with disabilities.**

- **INITIATIVE 4.1: Ensure alignment between policy issuance and related data systems.**
  Fully Achieved – 100%. The Division developed and issued several key policies, with stakeholder involvement, that are posted on the Division's webpage. Two key policies, Secondary Transition and IEP Process, were developed in coordination with the updated SEDS release to ensure coherence between practice requirements and data systems.

INITIATIVE 4.2: Provide high-quality training and technical assistance to ensure full implementation of new policies.

● **Partially Achieved- 75%**. The division issued and executed a core training calendar for FY11, delivering all professional development events with the exception of a very few due to weather or illness on behalf of presenter. Evidence of effectiveness is reflected in the fact that 95% of attendees reported that they increased their content knowledge. The planned toolkit on Response to Intervention was never finalized due to a transition in the agency. However, DSE created a "Least Restrictive Environment" Toolkit that was published in FY11 and is posted on the web.

Elementary and Secondary Education

OBJECTIVE 1: Improve teacher quality.

● **INITIATIVE 1.1: Identify teachers needing additional support and training to become highly qualified.**
   Fully Achieved- 100%. Based on Local Education Agency (LEA) reported data, the OSSE Division of Elementary and Secondary Education (ELSEC) determined that 89% of teachers in DCPS and Charter LEAs met the NCLB federal definition of Highly Qualified. ELSEC collects the Highly Qualified Teacher (HQT) Progress Report on a quarterly basis with the first collection occurring during the review period for NCLB funding, and then quarterly thereafter. Each LEA is required to provide evidence that they have met the HQT requirements prior to being allowed to opt out of the Title I HQT set aside. LEAs with non-HQTs must submit Corrective Action Plans outlining how individual teachers will be brought into compliance using Title I set-aside funding and other funds available to the LEA.

● **INITIATIVE 1.2: Provide uniform and accessible technical assistance and training to LEAs.**
   Partially Achieved- 75%. OSSE provided several trainings to Race to the Top (RTTT) participating LEAs on developing high quality teacher and leader evaluation systems. These trainings included sessions with outside experts on the components of effective teacher and leader evaluation systems and sessions. LEAs that had developed promising evaluation systems also shared them with other RTTT participating LEAs. If OSSE is granted the waiver from NCLB, the agency will provide these types of trainings for all Title I LEAs.

   For Teacher Equity training, OSSE completed a training workbook but has not yet trained LEAs. This initiative is being modified to include the equitable distribution of effective teachers. To date, equity data have only focused only on teacher qualifications/HQT status and experience, which are inputs, while effectiveness and evaluation data are based on outputs and a teacher's impact on student achievement. With the awarding of RTTT funds, OSSE is currently linking student achievement data to individual teachers (in DC-CAS areas) to better assess one's effectiveness in the classroom. The agency and LEAs will be better served by evaluating and providing training on the equitable distribution of qualified *and* effective teachers, and will be able to do so after the June 2012 collection of individual teacher evaluation ratings. In addition, if OSSE is granted the waiver from NCLB, effectiveness and evaluation data will include all teachers and subject areas, not just the DC-CAS subjects.

● **INITIATIVE 1.3: Identify inequitable distributions of highly-qualified and highly-effective teachers and provide individualized technical assistance to LEAs.**
   Not Achieved - 50%. The analysis behind this initiative was not fully completed, therefore, no report was published, nor technical assistance provided to LEAs. However, OSSE did publish school and LEA HQT data and teacher years of experience on its website. The agency also plans to refocus publication

and technical assistance efforts in this area as outlined in the response to Initiative 1.2. This will include effectiveness data, which is a better measure of the equitable distribution of teachers.

- **INITIATIVE 1.4: Develop and distribute guidelines for teacher evaluation and professional development.**
  Fully Achieved-100%. This initiative was 100% complete by the end of FY11. The teacher and leader evaluation requirements for Race to the Top LEAs were published in June of 2011. OSSE held several webinars, meetings, and phone calls to provide training to LEAs on the requirements during the summer of 2011. OSSE is also managing a review process for RTTT participating LEAs' evaluation plans which provides LEAs with constructive feedback on their teacher and leader evaluation plans.

OBJECTIVE 2: Increase information and options for parents.

- **INITIATIVE 2.1: Provide support to LEAs in appropriately implementing the choice and Supplemental Education Services (SES) requirements of the Elementary and Secondary Education Act (*ESEA).*
  Fully Achieved– 100%. To support LEAs in appropriately implementing the choice and Supplemental Education Services (SES) requirements, OSSE increased outreach, provided additional technical assistance opportunities, and further refined agency SES/Choice polices and guidance. In addition, the division recruited, selected and approved SES providers that LEAs could contract with to comply with this requirement. Within this fiscal year, Title I planning allocations were released to LEAs on May 19, 2011 giving LEAs more time to appropriately plan for the 2011-2012 school year. OSSE also released several documents to aid LEAs in SES implementation that include: profiles for each provider listing site, contact, price, grades served, and site information; US Department of Education's SES Non-Regulatory Guidance; LEA/Provider Agreement Template; and Sample SES Provider Selection Form. In addition, OSSE monitored and provided feedback on fair prioritization of students, SES start dates, and LEA website compliance.

OBJECTIVE 3: Improve implementation of school wide services to increase overall student achievement.

- **INITIATIVE 3.1: Develop and make available technical assistance resources to better inform LEAs of grant requirements.**
  Fully Achieved- 100%. Approximately 48 technical assistance sessions provided by staff in the division were created with the purpose of better informing LEAs of grant requirements. During these sessions, staff provided LEAs with action plans that list all applicable deadlines and possible start dates for the LEAs in order to ensure completion. Presentations from technical assistance sessions are also available on OSSE's website so that LEAs can access them anytime. In addition to these technical assistance sessions, OSSE staff have also created resources for LEAs that better help them manage their funding and thus, spending requirements. Such resources include budget trackers that are available online, so that the LEAs can check their grant balances at their convenience. OSSE also sends a weekly sub grantee status report so that subgrantees can see where their reimbursement request is at any point in the process. LEAs are also provided with technical assistance with any new policy or procedure so they can accurately complete requirements. For example, when the division implemented a new application amendment process, staff gave three technical assistance sessions with a PowerPoint and handouts to ensure that LEAs were prepared and understood the process. Every month, the division pulled the data from PTS to analyze staff, team, and division performance in all areas of the grants process. With this performance report, staff could see how long it took each order to move through each step of the process, and grant managers could identify problem areas and areas of strength. This helped push the division towards the goal of paying all subgrantee requests in thirty-five days or less.

● **INITIATIVE 3.2: Improve LEA school wide plans.**
Partially Achieved – 75%. In FY11, all LEA school wide plans were rated on an OSSE-developed scale that evaluated all 10 federally required components of school wide plans. However due to lack of staff capacity, ELSEC was unable to develop guidance and technical assistance sessions that specifically covered the 10 required components of school wide plans and best practices in using school wide plans to improve student achievement.

In recognizing that staffing capacity could not complete this goal in FY 2011, OSSE adopted the CAPStar online continuous school improvement system (adapted from the Center on Innovation and Improvement's Indistar system) for all public charter schools identified as in need of improvement. The CAPStar process guides continuous school improvement and school wide planning efforts using research-based indicators of effective practice. Within each school, a school improvement team analyzes the school staff's professional practices that contribute to student outcomes. Rather than focusing only on improvement where the last annual test showed weakness, continuous improvement examines professional practices school wide and seeks to elevate performance across the board. DCPS has integrated the CAPStar process into their pre-existing web-based system called ICSP (Interactive Comprehensive School Plan). In September 2011 OSSE held two, two-day trainings for charter school leaders and district staff on the CAPStar system and planning for continuous improvement. DCPS held training on the ICSP system with their school leaders.

OBJECTIVE 4:   Ensure sub-grantee compliance with federal requirements.

● **INITIATIVE 4.1: Devise online tools to provide LEAs, students and parents with accessible information.**
Fully Achieved - 100%. To assist sub-grantee compliance with federal requirements, online tools were developed to assist LEAs with grant management, monitoring, and overall technical assistance. The ELSEC web page provided important dates, instructions, contact information, and applications for all major federal grant programs. LEAs, students, and parents had access to monthly drawdown reports that indicated amount of Title I, Title II, and Title III dollars expended. In addition, LEAs had online access to pre-monitoring checklists and technical assistance presentations that allowed proper preparation for upcoming monitoring visits. The website also included various other policy and guidance documents on topics such as the student code of conduct, length of school year, and complaint resolution.

OBJECTIVE 5: Ensure accurate and timely disbursement and/or reimbursement of funds to sub-grantees.

● **INITIATIVE 5.1: Track and analyze sub-grantees' expenditures.**
Fully Achieved - 100%. ELSEC, which includes all Elementary and Secondary grant programs, implemented the use of sub-grantee budget trackers to track and analyze sub-grantee expenditures in FY 2010 and continued using these tools in FY 2011. OSSE staff also created resources for LEAs that better helped them manage their funding and thus, spending requirements. Such resources included budget trackers that were made available online, and permitted LEAs to check grant balances at their convenience. OSSE also sent weekly sub grantee status reports so that sub-grantees could see the current status of their reimbursement request. Every month, the division aggregated data from the Payment Tracking System (PTS) to analyze staff, team, and division performance in all areas of the grants process. With this performance report, staff could see how long it took each order to move through each step of the process, and grant managers could identify problems areas and areas of strength. This helped to push the division toward the goal of paying all sub-grantee requests in thirty-five days or less.

● **INITIATIVE 5.2: Provide sub-grantees with reconciliation reports.**
Fully Achieved - 100%. OSSE provided several reports, tools, and associated technical assistance to support sub-grantees in effectively managing funds. OSSE sent out weekly reimbursement request status reports to sub-grantees, showing the status and payment information for all reimbursement requests received. Agency-wide payment reports were sent monthly to LEAs, allowing them to see all expenses from all OSSE grants that have been paid, adding another opportunity to perform regular reconciliation. Additionally, budget trackers were available online, and by request. Budget trackers show sub-grantees the original budget, how much has been expended in each category, how much is remaining, and the percent of the grant that has been drawn down. This allows sub-grantees to track their budgets and expenditures in order to ensure they meet quarterly targets for draw down rates. After analyzing sub-grantees' expenditures, ELSEC provided sub-grantees with spending/drawdown technical assistance sessions in February 2011. Sessions included general online technical assistance and individualized sessions at sub-grantees' sites.

Office of the Director

OBJECTIVE 1: Ensure that high-quality public charter schools have access to affordable facilities suitable for learning.

● **INITIATIVE 1.1: Award $9.5 million of federal payment funds to new charter schools for innovative human capital initiatives.**
Partially Achieved – 85%. The OPCSFS successfully established and executed the FY 11 Teacher Compensation Grant to help individual charter LEAs recruit and retain high-quality teaching in the increasingly competitive DC human capital market. Awards were provided Jan. 17, 2011 to 47 public charter schools for a total of $8,200,000.

As a result of the grant, public charter schools were able to provide funds for compensation so charter schools are able to retain and recruit high-quality teaching staff, promote a focus on quality and talent management in public charter schools, and gather information about practices of data-driven decision making in the hiring and retention of teaching staff in the District's public charter schools.
Examples of the services the grant is delivering include; Achievement Preparatory Academy is providing all staff who returned in SY 2011/12 with a 5% salary increase, and offering a re-signing bonus for all returning staff who signed their employment agreements within 10 days of offer. Both of these incentives were aimed at retaining the excellent teaching staff the LEA is proud to employ. Early Childhood Academy used its grant funding to retain its highest performing teachers by offering performance bonuses based on the results of their annual evaluations. These bonuses were pro-rated based on the overall quality of each teacher's evaluation so that those who exceed expectations will earn larger bonuses than those who meet annual evaluation expectations.

The performance assessment of this initiative is partially achieved as the second grant included in the initiative ($800,000 was to be awarded to a consortium of DC public charter schools to support the development of a merit pay for performance system) was not executed. The objective of awarding $9,500,000 for innovative human capital initiatives was met by 86% in the execution and awarding of $8,200,000 for teacher compensation.

- **INITIATIVE 1.2: Implement the Charter School Incubator Initiative to provide new charter school campuses with temporary space.**
Fully achieved – 100%. The OPCSFS' goal for the Charter School Incubator Initiative ("CSII") was to refinance $5,245,696 in existing senior debt and increase the senior loan amount by at least $5,000,000 (for total senior debt of $10,245,696). The OPCSFS was successful in refinancing the existing loan and increasing the senior loan amount by $19,400,089; exceeding the goal by $14,400,089 in new senior debt. This new debt increased leverage on $5,245,696 Charter School Incubator Credit Enhancement grant funds from 1:1 to 4.7:1.

    The new $24,645,785 will develop and construct an additional 298,599 square feet of facility space at three former DCPS facilities – Draper, Birney and Benning. This increased space will ultimately result in the addition of approximately 1,133 new high quality student seats for five high performing public charter schools. Draper will house Early Childhood Academy, Achievement Preparatory Academy and National Collegiate Preparatory Academy. Birney will house Excel Academy, and Benning will house DC Preparatory Academy.

    These fully modernized facilities will have up-to-date classrooms, modern HVAC systems, new windows, proper space for students and teachers, latest technology in the classrooms, proper gymnasiums and an outdoor athletic facility.

    These large facilities projects are staged in three phases for logistical and timing purposes, as temporary space will be required for certain schools during various stages of construction. Therefore, the primary criterion for measuring output is the timely financing and start of construction and the timely completion of the construction projects. Phase I financing closed on time and Phase I construction began on time.

OBJECTIVE 2: Provide effective and efficient operational support services to achieve program goals.

INITIATIVE 2.1: Create paperless PASS procedures for OSSE staff.
- **Partially Achieved – 75%.** During FY11, OSSE completed the foundation to begin the implementation of a paperless PASS process. The foundation included stakeholder working groups with programmatic staff and the development of a procurement manual including service level commitments. With the framework established, OSSE will execute the transition to the paperless process in FY12 and ensure all procurement service level commitments are met.

- **INITIATIVE 2.2: Institute appropriates checks and balances regarding use of Direct Voucher payments.**
Fully Achieved - 100%. OSSE adheres to the directives and polices noted in CFO Order 07-004 dated September 5, 2007 (Financial Administrative Issuance). All expenditures must be obligated in the automated procurement system (PASS) and the financial management system (SOAR) prior to being paid. OSSE realizes that Direct Payment Vouchers are a quick and easy way to pay a vendor for a specific list of products and services. All OCFO employees who either obligate or certify funds, or who approve or process payments are required to use the correct appropriated fund or local fund title's purpose and object categories. Miscellaneous direct vouchers must be requested by either: (I) Agency Fiscal Officers: (2) or by Deputy Chief Financial Officers, or their designees; (3) Associate Chief Financial Officers, or their designees; (4) or by independent agency Chief Financial Officers, or their designees.

OBJECTIVE 3: Attract and retain a qualified workforce.

● **INITIATIVE 3.1: Implement an agency-wide non-supervisory training program.**
Fully Achieved – 100%. During FY11 (Fall 2010 and Spring 2011), OSSE conducted a number of agency-wide trainings for non-supervisory employees to include CPR/First Aid for Motor Vehicle Operators & Attendants, Language Access Training, OSHA Training and Employee Self Service Training. We provided training to supervisory employees to include Recruitment 101, Performance Management, FMLA and Worker's Compensation.

● **INITIATIVE 3.2: Implement an employee wellness program.**
Fully Achieved – 100%. During FY11, OSSE implemented and focused on employee wellness by instituting and sponsoring several employee wellness programs/activities. The mission and goals of our wellness programs were to boost morale, improve health and fitness and increase productivity in the workplace. OSSE decided to implement various activities to foster a "healthier" environment and create policies that eliminate the barriers to, and increase the opportunities for employees to live healthy.

Throughout the year, OSSE sponsored various activities for its employees to participate in (individually and collectively): they included: The Biggest Loser Challenge (sponsored twice); OSSE Kickball Tournament; Stress Release Day (stress release balls were given to employees); and healthier snacks were put in all the vending machines throughout OSSE.

● **INITIATIVE 3.3: Implement succession planning program for the Office of the Chief Operating Office.**
Fully Achieved – 100%. During FY11, OCOO created and distributed a procedures manual which included areas such as invoicing, facilities, student residency payments, human resources and procurement. With the on-boarding of the new State Superintendent of Education, the OSSE Operations Division ensured that employees were trained to fill each role, and were recruited from within whenever possible. The Division also filled 123 positions in FY11 with internal candidates and/or external candidates, with 63% of candidates being District residents.

OBJECTIVE 4: Provide quality goods and service to OSSE customers through a streamlined procurement process that is responsive to the needs of its customers and suppliers.

● **INITIATIVE 4.1: Establish a baseline for processing timelines for all OSSE procurements $\leq$ the $25,000.00 delegated authority afforded to the Agency Contracting Officer.**
Fully Achieved – 100%. The Agency established timeline for processing small purchase procurements is $\leq$ 8.5 days. Whenever possible, procurements are processed within a shorter timeframe (i.e. non-competitive procurements). Appropriate staff members participated in PASS training to streamline the procurement process and allow for data collection through PASS Analysis.

● **INITIATIVE 4.2: Implement quarterly trainings for OSSE staff on relevant procurement topics.**
Not Achieved – 0%. The agency-wide "draft" procurement manual was completed on August 29, 2011. The OCOO engaged divisional stakeholder groups to review the manual to ensure it addressed all areas of concern. The final manual will be distributed in January 2012 and quarterly trainings facilitated by the OSSE contracting office will begin in March 2012. These trainings will be offered to all OSSE employees (current and new employees.)

OBJECTIVE 5: Support and administer special education administrative due process hearings.

● **INITIATIVE 5.1: Enhance the office docketing system.**

Not Achieved – 0%. The office has initiated its "Phase 3" modifications to the office case management system. The docketing system upgrade was to enhance the operability of the system by streamlining processes, implementing a mediation module, and permitting online filing and limited online access. However, due to budget pressures, the docketing system was not upgraded to support the scheduling and management of mediation requests.

● **INITIATIVE 5.2: Modernize office records intake, storage, retrieval, and disposal.**
Not Achieved – 0%. The division was not able to move forward with a continued modernization of the office records intake, storage, retrieval, and disposal systems. However, it was able to maintain timely completed record actions, 98% of the time, securing the office's release from a portion of the five-year Blackman-Jones Consent Decree. The division continues to monitor, track and report on our adherence to internal timelines regarding the processing of case document and audio requests. This activity is necessary (and worthy of monitoring) due to the electronic nature of our audio and transcript processes; hearings are recorded on computer servers, which are then downloaded, manipulated, and electronically transmitted to a service for transcription. This process can be fraught with errors, necessitating continued scrutiny. Additionally, because HOD and Certification requests have large impacts on the due process rights of families and parties, largely due to the federal timelines by which appeals must be filed, continued scrutiny on the timelines with which we process these requests continues to be a focus.

OBJECTIVE 6: Ensure the day-to-day availability and operability of OSSE systems.

● **INITIATIVE 6.1: Upgrade Department of Transportation's hardware.**
Partially Achieved – 75%. Following the assessment and review of existing infrastructure it was determined to be too costly to continue with the planned upgrades. Since submitting the FY11 plan, a new strategy was put in place to relocate the office from the Penn Center to OSSE headquarters on First Street – which will take place in FY12. Moderate upgrades were still made to the current equipment to ensure proper functionality, partially achieving the goal.

● **INITIATIVE 6.2**: **Consolidate Roaming Personal Printers.**
Fully Achieved - 100%. OSSE moved from a hybrid printer model where users had both personal and network printer access to a consolidated workgroup model where all printing is done on larger more efficient machines. Outcome measurements can be seen with cost reductions from efficiencies in toner and maintenance agreements. The OCIO also reduced the number of printers by 40% from 150 to 90.

OBJECTIVE 7: Assist all OSSE departments in deploying technology that reduces their costs and expands their service delivery capacity.

● **INITIATIVE 7.1: Move the OSSE Tier 1 Help Desk to OCTO.**
Not Achieved - 0%. After a thorough review and multiple meetings between OCTO and OSSE, moving the Tier 1 Help Desk was not cost effective for only one application (SEDS). OCTO's model at the time required OSSE to provide one FTE a per call cost of $16. OSSE's model at the time only cost $15 per call and has since been reduced further with the introduction of new technologies to a cost just under $14 per call. It would be wise to revisit this as new applications, such as SLED and EIMS, become available.

● **INITIATIVE 7.2: Standardize on Common Core Technologies.**
Fully Achieved - 100%. A common set of technology standards around content management, hardware, software and code development have been adopted based primarily on the city's Chief

Technology Officers recommendations, guidelines and policies. The majority of the outcomes will be recognized in out years as these common technologies are introduced throughout the enterprise; however, this year we have seen reduced costs around software and maintenance of our call center software and automation of workflow for the CIO, COO, and Legal departments.

Key Performance Indicators – Details

Performance Assessment Key:

● Fully achieved   ○ Partially achieved   ● Not achieved   ○ Data not reported

		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY11 YE Rating	Budget Program
Office of the Director								
●	1.1	# of square feet financed by the Office of Public Charter School Financing and Support (OPCSFS)	365,811	100,000		340,599	340.6%	Office of the Director
●	1.2	$ of facility debt and capital funds leveraged by OPCSFS	$38,373,557	$29,000,000		$34,900,000	120.34%	Office of the Director
●	1.3	Rate of OPCSFS timely interest and principal repayments	76.40%	90%		94%	104%	Office of the Director
●	1.4	% of facility grant funding committed during the given FY	77.02%	90%		83%	92%	Office of the Director
●	2.1	% of vendor invoices paid within 30 days of receipt	65.87%	85%		92%	108%	Office of the Director
●	3.1	Average # of highly-qualified applicants (as deemed by DCHR standards) per OSSE position hired	3	8		1	12.5%	Office of the Director
●	3.2	OSSE's employee retention rate	83.78%	70%		86%	123%	Office of the Director
●	5.1	% of timely issuance of Hearing Officer Determinations/Orders	98.24%	93%		98%	105.3%	Office of the Director
●	5.2	% of Student Hearing Office document/ information requests processed within 30 days.	91%	97%		98%	101%	Office of the Director

		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY11 YE Rating	Budget Program
●	7.1	Average annual printing cost per OSSE employee	$75	$300	$359	$88	407.95%	Office of the Director
●	7.2	% of IT helpdesk calls answered within service level agreement	93.3%	92%	89%	90%	101%	Office of the Director
●		% of subgrantee's budget spent on programmatic costs	Not available	65%		85%	131%	Office of the Director
●		% of scheduled monitoring reports as defined in agency monitoring plan completed for each grant award	Not available	100%		100%	100%	Office of the Director
Early Childhood Education								
●	1.1	% of Pre-k programs that meet high-quality program requirements as defined by the 2007 Pre-k Enhancement and Expansion Amendment Act of 2008 Legislation[6]	96.67%	40%		65%	163%	ECE
●	1.2	% of licensed child care providers participating in Quality Rating System	60%	65%	87%	100%	114.94%	ECE
●	1.3	% of licensed child care centers improving at least one rating level (measured annually)	4.4%	8.8%	5%	5%	100%	ECE
●	1.4	% of Pre-k teachers who meet the revised early childhood teacher qualifications[7]	100%	60%		100%	166.67%	ECE

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[6] Data reflects Community-Based Organizations
[7] See footnote 6

		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY11 YE Rating	Budget Program
●	4.1	% of grant funds reimbursed to providers within 35 days of invoice receipt	85%	90%		95%	105.5%	ECE
Postsecondary Education & Workforce Readiness								
●	1.1	# of award letters provided to high school students during semi-annual school events	555	500		657	131.40%	POWER
●	1.2	Average # of counseling hours provided to District residents per completed DC OneApp& FAFSA application	3 hours per person	2 hours per person		1	200%	POWER
●	1.3	% of DCPS and DCPCS seniors who completed a DC OneApp by June 30th	41%	40%		40%	100%	POWER
●	2.1	% of postsecondary institutions evaluated every five years	75%	80%		90%	113%	POWER
●	2.2	% of complaints received by the Education Licensure Commission investigated and resolved within 90 days	50% (2 complaints received)	75%		75%	100%	POWER
●	**2.3**	% of Education Licensure applications processed and presented to the Education Licensure Commission within 60 days of receipt	93.06%	85%		90%	106%	POWER

		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY11 YE Rating	Budget Program
🟡	3.1	# of adult learners served annually in OSSE-funded literacy programs completing a valid pre-test and 12+ hours of instruction	4,247	4,322 (5% increase)		3,798	87.88%	POWER
🟡	3.2	% of enrolled adult learners who complete an educational functional literacy level	32%	36%		30%	83.33%	POWER
🔴	3.3	% of grant funds reimbursed to sub-grantees within 35 days of receiving a complete reimburse-ment request	85%	5% increase (90%)		50%	55.55%	POWER
Special Education								
🟢	1.1	% of grant funds reimbursed to sub-grantees within 35 days of receipt of a complete reimbursement request	74%	90%		93%	103%	SPED
🟢	4.1	% of sub-grantee respondents reporting that technical assistance significantly improved their content knowledge	95%	95% or above		95%	100%	SPED
🟡		% of Local Education Agency (LEA) findings of noncompliance identified and resolved within one year (IDEA Part B)	100%	100%		94%	94%	SPED
⚪		% of youth with IEPs graduating from high school with a regular diploma	Not Available	80%		Not Available[8]	Not Available	SPED

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[8] Data provided to DSE reflected 94% graduation rate, which was determined to be invalid. Program still verifying information

		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY11 YE Rating	Budget Program
🟡		% of timely completion of state complaint investigations	55.56%	100%		94%	94%	SPED
🔴		% completion of monitoring visits and related reports for nonpublic programs (day and residential) serving DC children that must be monitored within the year	95%	100% (of nonpublic programs identified for monitoring)		59%[9]	59%	SPED
Elementary and Secondary Education								
🟡	1.1	% of core subject classes taught by highly qualified teachers	76.5%	100%		83%	83%	ELSEC
🟡	1.2	% of paraprofessionals deemed highly qualified	91.6%	100%		95%	95%	ELSEC
🟢	2.1	% of applicable grantees meeting the SES and choice requirements.	73%%	70%		84%	120%	ELSEC
🟢	3.1	% of sub-grantees meeting Schoolwide Program compliance requirements	93%%	50%		84%	168%	ELSEC
🟢	4.1	% of grants who expend 80% or more of their grant funds within the initial period of funding availability	59%	80%		90%	112.5%	ELSEC
🟡	5.1	% of grant funds reimbursed to sub-grantees within 35 days of receipt of a complete reimburse-ment request	25%	95%		78%	82%	ELSEC

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[9] Target not met due to personnel vacancies.